

100th Night in  
A. C. Lee Ballroom  
Tuesday, February 20.

# The Bullet

Mary Washington College of the University of Virginia

McCarthy Committee  
Meets Tonight, 8 p.m.  
In Monore Auditorium.

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MONDAY, FEBRUARY 19, 1968



Photo by Ann Gordon Greever

SGA officials meet the Press at Quarterly Report Session. Jane Bradley, Susy Duffy, Liz Vantrease, and Susan Wagner gather to discuss old and new business.

## Joint Statement On Student Rights And Freedoms Wins Approval By AAC, Simpson

By BARBARA HALLIDAY

The Association of American Colleges (AAC) recently approved a Joint Statement on Student Rights and Freedoms which was drafted last summer by representatives of five organizations — the American Association of University Professors (AAUP), the National Student Association (NSA), the National Association of Student Personnel Administrators, the National Association of Women Deans and Counselors, and the AAC. The statement has also been approved by NSA and AAUP.

According to the Collegiate Press Service, the statement contains "sections on freedom of access to higher education, freedom in the classroom, not keeping records which reflect students' political views of activities, the right to form whatever organizations they wish, student participation in the running of the institution, freedom for student publications, freedom of action off campus without punishment by the university and standard proceedings and due process in disciplinary proceedings.

Chancellor Simpson was present at the AAC conference in Minneapolis when the statement was presented for approval. He said that the two conflicting points of view at the convention were whether to accept the statement immediately with the assumption that clarifications would be made with regard to its interpretation or to delay the approval for a period of one year while these clarifications were made. The group voted to accept the statement immediately.

Dr. Simpson approves the

statement in general and feels that it contains many good points, but he stresses that it must be understood that no member college of any of the organizations approving the document will be forced to accept it as imperative legislation; it is in no way binding. He calls the statement "A working paper; a basis on which cooperation can be created . . . a perfect example of how civilized people operate." He feels that the point of view expressed in the paper will find its place in the operation of many colleges.

A petition, signed by Jane Bradley, among others, was issued by NSA urging the AAC to approve the joint statement. This petition reads in part, "At a time when student protests of various kinds are testing university procedures for free speech, free access, and due process, we feel it critically important that the academic community demonstrate its willingness to accord civil rights and liberties to students. If the academic community is unwilling to assume this responsibility, the students will have no recourse but to test their rights in the courts. Such tests have been undertaken this year, and have met with considerable success."

This petition was signed by 62 student government presidents including MWC's Jane Bradley, who feels that the significance of the statement can be seen in the fact that it has now been endorsed by the three largest organizations of the five that originally drafted it. She thinks that students, faculty and the administration should work together to examine the statement and see how it applies to the MWC campus.

## Committee Chairmen Present Quarterly Progress Reports

By SUSAN WAGNER

In order to explain S.G.A. accomplishments since October 24 and future plans and proposals, a second Quarterly Report was held on February 24 in the S.G.A. room. Officers and committee chairmen presented oral and written reports. Though the meeting was open to the student population, only a few non-official heads could be counted.

The meeting commenced with a report from the Special Occasions committee, chaired by Dodo Fisher, whose activity since the last Quarterly Report has been the conducting of the Campus Christmas Party. Present plans consist of finding two delegates to attend the U.N. Model Convention held at Chapel Hill, in which Mary Washington will represent France and the Union of South Africa, and much time has been spent in researching the policies of these two countries.

Pam McFee, Cultural Affairs chairman, then presented a slate of activities to be held which in-

clude a lecture on sculpture by Nathan Cabot Hale on February 26 at 8:00 in ACL Ballroom; the organization of a Book Collector's contest to be tentatively held on April 10-11 with Mary Westcott and Ginny Wheaton as co-chairmen; the typing of an art list as a record of the art collection now in possession of Mary Washington; and a joint program with YWCA to sponsor Rabbi

Rubenstein to speak on "God is Dead" on April 16. She announced that Ferlinghetti unfortunately could not speak at Mary Washington this semester.

The State Contact committee, headed by Maveret Staples, announced that five delegates from Mary Washington, including Barbara Sweet, Chris Hall and Mav-

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## Attorney Drops Charges Against MWC Freshman

A Mary Washington College freshman was charged with possession of marijuana by campus police last week. The girl, Dorothy Bute Graves, 18, of New York City was taken into custody on Monday, February 13, and released under \$1,000 bond.

J. M. H. Willis, Jr. Commonwealth's Attorney, has decided to drop charges because of the

"peculiar circumstances" of the case. According to a joint statement issued by Willis and college officials, "thorough investigation into the case of Miss Graves satisfied him (Willis) that she was unaware of the seriousness of what she had done and that she had no intent to use the marijuana or to permit its use by anyone else."

Under Virginia state law, possession of marijuana is a felony and carries as its penalty a fine not to exceed \$1,000 and imprisonment for three to five years. Mr. Willis told Bulletin reporters earlier last week that "I just might not go forward and prosecute this . . . It's a felony. If she were convicted of it she would be branded for life, so I'm giving it right much thought."

Willis' final decision, which is called non prosse, is "neither a conviction nor an acquittal, but is a declaration by the Commonwealth's Attorney of his disinclination to prosecute the charge." Willis further noted that Miss Graves "had been the beneficiary of clemency and of an act of grace on the part of the Commonwealth" but that "further violations of the drug laws on campus would be dealt with more severely."

Reportedly, Miss Graves was caught with the marijuana by SGA officials, who later turned the matter over to other authorities.

## New SGA Constitution Plans To Give Students A Voice

A special committee is currently drafting a new SGA constitution designed to give the student body more voice in student affairs. It will be put to a vote in the spring and, if passed, will go into effect next fall.

With the legal guidance of William M. Sokol, Fredericksburg attorney who is helping to set the new bylaws in a more efficient constitutional form, the committee, composed of eighteen

students representing the SGA, residence halls, class governments, campus organizations, publications, and interested students, is working to create a more efficient use of "channels" and a more representative form of student government.

There are six areas being studied, revised, and/or created — including a new judicial panel that will place judicial councils

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Photo by Tacey Battley

Ambassador Williams, Cindy Long, and Sharon Dobie begin anew at the McCarthy Campaign table in ACL foyer.

## McCarthy Group Begins Campaign

A trip to McCarthy headquarters made by seven students and one faculty member Feb. 9, has resulted in the formation of a joint faculty-student committee endorsing Senator Eugene McCarthy (D-Minn.) for the Democratic Presidential nomination. Meeting with national and local campaign directors, the MWC delegation attending the conference received information about

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## College vs. Commonwealth

The recent case of the Mary Washington College student who was charged with possession of marijuana, and the article in the Free Lance-Star which stated that the girl "reportedly has been dismissed from the school for the remainder of this term" point out many flaws and incongruities in our present judicial structure.

That there is no handbook regulation or procedure concerning the specifics of Miss Graves' case is probably the main problem. Nowhere is any relationship specified between college laws and civil laws, nor is the responsibility that each has to the other. In the case of Dorothy Graves, the matter was turned over to the local courts, but is this the routine procedure? When a student is presented with information concerning a criminal act, what is her obligation to the Commonwealth? As an individual, is it up to her own personal moral code to report the matter, or as a member of the college community is she obligated to turn the case over to the police in order to keep the college from being a "haven for criminals?"

Perhaps more important in the case of Dorothy Graves is the role of college regulations. The Fredericksburg newspaper reports that she was suspended from school. Why? There is no handbook regulation prohibiting the possession of marijuana on campus, nor is there a rule stating that all students charged with civil crimes must be dismissed from the college. Since no official explanation of the dismissal has been given yet by the college, we can assume that the decision to suspend was probably made by Joint Council, which hears cases of serious misconduct and whose proceedings are always confidential.

It is possible that Joint Council suspended Dorothy Graves on the basis of the general regulation that: "In the interest of the student welfare the College Administration reserves the right to request any student to withdraw whose conduct or general attitude is considered unsatisfactory; even though no specific charge is made." However, if Joint Council applied this regulation on the assumption that possession of marijuana is unsatisfactory conduct, it should be noted that the Commonwealth's Attorney (in this case) did not even consider it unsatisfactory enough to prosecute in court.

Perhaps Joint Council ruled that the very act of committing a felony constituted unsatisfactory behavior. This type of decision, however, calls for an arbitrary, generalized judgement based on the assumption that all felonies are equally "unsatisfactory." It could fail to take into consideration the special circumstances of each case and the different degrees of offense.

It is unfortunate that the full proceedings of the Joint Council hearing can never be publicized, but the few facts that are known seem to indicate that a change in structure is necessary. Perhaps a system in which Student Government is not an intermediary between the offender and the state courts, a definition of the jurisdiction of Joint Council, or a brand new set of specific rules and procedures would be the answer.

But changes do appear to be imperative at a college which imposes more serious penalties for rules which do not exist, than the Commonwealth does for a myriad of mandatory sentences.

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## The Bullet

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## Letters To The Editor

(Editor's Note: The following letter was received by Chancellor Simpson last week from an Associate Professor of Psychiatry at the University of Virginia.)

Dear Mr. Simpson:

Last week I testified before the Legislature in Richmond on the use and abuse of L.S.D. The General Laws' Committee was debating a bill which proposed to classify L.S.D. together with the narcotics. This, luckily, will not be done; but, instead, the Pharmacy Commission will institute action to include L.S.D. together with the central nervous system stimulants, such as amphetamines and depressants, such as barbiturates, in the class of dangerous drugs. Unauthorized manufacture, sale and possibly even possession will then become illegal in conformity with Federal law. It is disturbing to find that the vast majority of even professional people, including lawyers, are quite unaware of the nature of the penalties which are mandatory in cases of drug abuse.

As educators, administrators and employers, we are neglecting our responsibility if we do not enlighten people who look to us for guidance as to the actual risks involved in terms of fines and prison sentences. The Federal law controlling marijuana is a Tax Statute enacted in 1937 and enforced by the Bureau of Narcotics. Sale, purchase and possession are criminal offenses. In 1956, the mandatory minimum sentences were raised to 5 years for the first and 10 years for the second and subsequent offenses of unlawful sale or importation. They remained at 2, 5 and 10 years for the offense of unlawful possession. Suspension of sentence, probation and parole were prohibited for all but the first offense of unlawful possession. Many states provide for far longer sentences and it is important to understand that civilian court judges have no option and cannot use their discretion.

With regards to dangerous drugs, which will include L.S.D., criminal penalties are provided for violations including manufacture, sale or distribution by unauthorized persons. The first offense is a misdemeanor, the second a felony. Unlawful possession is yet to be pronounced upon but may finally be classified as a misdemeanor on a first offense and a felony on a second offense.

## College Bowl Scores

Scores from the Mortar Board College Bowl on February 15 were: Virginia 200 - Bushnell 169; Mason 423 - Willard 343; Marshall 389 - Randolph 320; Jefferson 355 - Betty Lewis 248; Tri-Unit 280 - Trench Hill 275; Language Houses, 310 - Day Students 270.

The next games on February 22 will be Trench Hill vs. Randolph, Westmoreland vs. Day Students, Jefferson vs. Mason, Virginia vs. Marshall, and Tri-Unit vs. Language Houses.

The Westmoreland-Framar game last week was contested, and Framar will play again on February 29.

I think that if we could enlighten all the people who are at risk as to the actual magnitude of the risk involved, the extent of the casual and carefree abuse of drugs would greatly diminish. Most people just do not know that in cases of narcotic drug abuse, the civilian court judge cannot use his discretion. He cannot recommend probation or treatment but has to sentence the person to jail.

Respectfully,  
Dr. John Buckman  
Associate Professor of Psychiatry  
University of Virginia

Dear Editor:

I am apathetic, a jelly-bean as F. Scott Fitzgerald defines it - a person who spends his life conjugating the verb "to idle" in the first person singular. Linda Morrison's letter, then, like many others previously written to the BULLET, was addressed to me, and accordingly, I'd like to crawl out of my shell and give answer, inadequate as it may be.

My reaction is that Linda is setting her own standards of involvement and obligation. She asks us to show concern for "significant" and "vital" issues - significant to whom? vital to whom? Perhaps I might find a certain issue most vital that would interest Linda not a bit. Must I condemn her, then, for being apathetic because she chooses not to actively involve herself in what I term important? She mentions the U.N. International Human Rights Year. Yes, I knew of this, but I admit that it hardly inspires me to pack up, go to Mississippi, and register Negroes for the fall elections. Neither does it arouse any new concern in my mind for mankind. As I see it, a year "by any other name..."

And so, what, may I ask, can I do to show that I am involved? Picket the White House? Join the Pepsi Generation and the Dodge Rebellion? I can not seem to devote myself to one side of an issue and become too wrapped up in it. What I am involved in now is developing myself, in developing an "awareness" that for me far transcends Linda's ideas of social and political concern. It is a rather tedious but rich process that for me might involve Christopher Marlowe and Carl Yastrzemski as easily as U Thant and L. B. J.

Linda also remarks on my failure to attend lectures and my disinterest in education beyond the classroom boundaries. In all honesty, I am not interested in hearing Dr. X speak for one hour on "The Spread of Ploocaz Epizooty in College Communities." But it does not logically follow that I therefore limit my education to the classroom. Indeed, I may consider lectures and the arranged student group discussions that Linda proposes as "organized" education. (Perhaps it is an overdose of formal education that keeps academic concern bound to the Sunday morning experience.) I confess - professors, forgive me - that a good 70% of my learning here has been outside of my formal schooling... in the spontaneous interaction with other people and other ideas.

As for discussing the dress code rather than "vital" issues,

listen, you've got us "apathetic" all wrong. We don't care about dress codes. Now we may "waste" our time discussing Lenny Bruce and Alexander Pope instead of the U. N. I. H. R. Y. of 1968, but so it goes.

One more word: why not refrain from using that so well beloved word "apathetic" to such a ridiculous extreme? It could be that some of us aren't as interested in certain things as the "involved" persons are; could be I'll become a teacher or opera singer instead of joining the Peace Corps or running for Congress, but my vital issues need not be yours - and it works both ways. Back to the ol' shell.

BARBARA GRAY  
RICKY JOHNSON  
JEAN NUCKOLS

Dear Editor:

Being very much in favor of the free university idea because of the intellectual curiosity it stimulates, I attended the first meeting of Dr. Thomas Johnson's course on "Objectivist Ethics" with great expectations. Unhappily, these hopes were soon crushed when the group was informed that any student who did not subscribe to the philosophy of Objectivism need not continue the course. This attitude is wholly alien to the free university philosophy of broadening the student's knowledge. One would think that a free university would be inclusive rather than exclusive.

We were also informed by Dr. Johnson that the course was not intended to be a debating society. Is not debate a major tool for discovery and understanding? Apparently the course is to be composed of the Objectivist "ingroup" expounding upon a philosophy to which all of them adhere. I wonder if the resulting lack of perspective will be stimulating.

This experience for me was an extremely disappointing one. I would hope that the other free university courses follow a path which is intellectually more liberal.

Sincerely,  
PAT COX

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## Calendar of Events

SEA meeting, Monroe 21, speaker Mayor Rowe, topic: Turner Report and Education Legislation, 6:30 p.m.; Committee Meeting of McCarthy for President, Monroe aud.; 8:00 p.m. Tuesday, Feb. 20  
100th Night tea, Alumnae House, 3-5 p.m.; 100th Night Party, Ballroom, 7:00 p.m.; Free University course, "Objectivist Ethics," Sc. R. 100, 7:00 p.m.; Free University course, "Understanding Modern Painting," Melchers 51, 7:30 p.m. Wednesday, Feb. 21  
SIC meeting, Monroe 21, 6:30 p.m.; Physical Therapy Club, Sc. R. 3, 6:45; Free University course, "Music Appreciation, Chamber Music," Pollard 33, 7:00 p.m. Thursday, Feb. 22  
"Cowboys and Indians," Sc. R. 100, 7:00 p.m. Saturday, Feb. 23  
"Seventh Seal," movie, G. W. Aud., 8:30 p.m.

# Dr. Johnson Explores Ideas of Education

By T. L. JOHNSON

For a human to be truly free and to develop into an individual distinct from all other individuals, it is absolutely necessary that the principle of individual rights be recognized as the primary principle which is applicable in every aspect of human endeavor.

Man has been unwilling to fully accept the fact of individuality in regard to the human species. It is because of this that man has been unwilling to adopt the principle of individual rights. Each man is distinct from every other man but for centuries the human has attempted to mold individuals into a common norm. This process has pervaded every human activity but particularly the areas of Politics, Religion and Education.

The concept of rights can only apply to the human since it is only the human who is capable of making a conscious choice. Man, by his very nature, requires rights in order that he may survive properly. He must be free of physical force from other men so that he may fully express his individuality. Any coercion in any aspect of man's life will prevent the full development of individuality and prevent man from reaching his highest potential.

A right is a moral principle which relates only to action, that is, to freedom of action. It does not relate to an object. No man has a right to any object but only to the action which may allow him to obtain an object. A right can only be a right when it does not violate the rights of others, that is, any action taken by one man (or group) which limits the action of another man (or group) is not and cannot be a right.

The concept of rights has been repressed, distorted and generally misunderstood by most men. The unique achievement of the Founding Fathers was expressed in the Declaration of Independence and the Constitution of the United States of America. For the first time in man's history the true concept of individual rights was understood and incorporated into these documents. The idea of rights applied only in the political realm but this was man's greatest achievement in his long struggle for freedom. Man obtained the right to life, liberty and the pursuit of happiness. Unfortunately man has twisted the original concept of rights as they were implied in the Constitution and we thus see today a slow deterioration of freedom in this country.

Man has never applied the principle of individual rights to Education, and freedom has never existed in this area. The educational system which was introduced into this country was simply transplanted in its essential form and practices from Europe. The philosophy of this European system of education was intimately associated with the mystic approach to life, for almost all of the original schools were church related institutions.

The philosophy of education which has been extant for centuries, and which in its basic tenets has gone almost unchallenged, is a disgrace to humanity. It is completely dictatorial. It is anti-learning, anti-mind and anti-man.

The process of learning al-

ways has been thought of as a monumental chore which one must suffer through in order to achieve knowledge. An individual is subjected to a regimen of courses taught by individuals whose authority or statements concerning the subject matter must not be questioned. One group of individuals decides what is to be taught and how it is to be taught to another group of individuals. In other words, one man (or group) is controlling the actions of another man (or group) thus obliterating the concept of individual rights.

Learning is an individual matter. Each man possesses a mind which must function by itself in the learning process. One can learn from other men or can participate in group activities where learning is occurring, but each mind must function as a unique unit since it is physically separated from all other minds.

Man is a thinking organism and learns continuously throughout his life. A young child begins to learn in a free, uncoerced manner, by the use of his mind in observing his surroundings. He spends the first five years of his life using his mind fully and learns at a phenomenal rate.

Think of the amount of knowledge that a child has gained by the time he is ready to enter school. He may have been taught to read before entering school, but this is practically the only area of formal learning that he has been subjected to. It has been found that many children teach themselves to read — it would be interesting to find out how they accomplish this on their own.

As soon as a child is sent to school the brakes are put on the learning process. He is thrown into a dictatorial environment and is henceforth subjected to coercion and fear. He is told what he must learn and how he must go about doing it. He is no longer free to determine how his mind will develop. For the first time in his life his mind is placed in a vice. He is told that there are certain facts which all men must know and that he must learn them in a particular manner and at a particular rate. It is at this point in a child's life that the molding of his individuality into the common norm begins.

In higher education the same dictatorial system is maintained that is practiced in the primary and secondary schools. The individual mind remains in the vice that was applied many years before and any attempt at the full expression of individuality is thwarted.

It cannot be proved that any fact is necessary for everyone to know. It might be helpful or convenient if each person knew certain facts, but it is not possible to say that any bit of knowledge is essential to everyone. One might argue that it is necessary to be able to read, but this is really a skill and not a matter of knowledge. Man has refused to accept this fact and has gone blindly along his way attempting to force certain facts on others with the idea that it is absolutely essential that this be known in order to be educated.

It might be argued that if the student were left free to pursue his interests that he would be

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Photo by Ann Gordon Greever

The MWC Basketball Team lost to RPI last week. The second team won its game.

## Quarterly Report

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eret Staples, attended the VASG Conference in Charlottesville on February 17-18. Plans also include sending two Mary Washington delegates as exchange students to take part in the campus activities at Randolph-Macon Womens' College from February 29 to March 3 as part of the Focus Symposium, and tentative plans to repeat the exchange at Mary Washington on the weekend of April 19-22.

Second semester orientation, which was changed somewhat from last year, was successfully completed with 38 new students entering, reported Betty Fuque, chairman of the Orientation committee. A questionnaire on the orientation given to the entering students was newly added to the format. Plans are now being made to elect a new chairman to begin work on fall orientation.

Academic Affairs carried out three major projects this past semester which include a resolution on two reading days before exams; a Major Evaluation Night held on Dec. 4 during which 17 majors were evaluated; and a course evaluation form prepared and distributed to all faculty members. The material obtained from Major Evaluation will be distributed to the Dean, to all department chairmen and the faculty committee on curriculum. Several copies will be placed on file in the library for students.

Chairman Belinda Lowenhaupt expressed disappointment in the lack of response both by faculty and students (only 44 professors participated). A new area of emphasis this semester will be Independent Studies. A questionnaire has been submitted to all those who have done Independent Study with hopes of obtaining student opinion about the program and suggestions for improvement. The committee also plans to publish a guide which will explain different departments' requirements for Independent Study and make the published information available to all students. Several ideas present opportunities for discussion this semester, among them pass-fail, an intersession with exams before Christmas, a reading list for all students every

year, and guidelines for Major selection.

Tacey Battley, publicity chairman, stated that the end of semester evaluation revealed two weaknesses, one on the campus level and the other on the hall level. She hopes to solve these problems by sending out a news letter explaining the committee's functions and duties and by examining the announcement procedure in each dorm.

"The avowed purpose of the Free University is to allow interested groups to be formed to explore subject matter, in the capacity of students, which is not suitable at the present time for the curriculum." So stated chairman Virginia Wheaton, who also said that some type of evaluation will be made by the professors and students. For courses currently offered and future proposals, see Bulletin, February 12.

Judy Hirschbiehl, Campus Evaluation chairman, reported on progress in Choice 68 (see Bulletin, February 12) and stated that "Miscellany" is in the process of editing and will be out in March.

The theme for May Day this year is "Modern May", stated chairman Lynn Ruby, with little change in format except for a combo party in Chandler circle on May 3, and the presentation of the Queen and Court and the Festival of the Arts on May 4.

A recommendation was made by Susan Duffy, elections chairman, that the May Day and Elections committees continue to work together in the May court elections. She also reported that the elections schedule has been distributed.

NSA committee, chaired by Candy Burke, has been working on a campus-wide poll to determine the issues concerning most MWC students today. Her committee has also been sponsoring the Travel Desk in ACL foyer.

Attempts to install new vending machines in the dorms has been the function of the Safety and Welfare committee this semester.

Executive, Legislative and Judicial have all been working this semester on changing procedure and the new Constitution which will be presented to the Student Body late in February.

## MWC Alumni Given Award

Outstanding graduates of Mary Washington College are now being recognized by the presentation of a Distinguished Alumna Award. The award is given annually to an alumna who has made outstanding achievements in various fields. The Distinguished Alumna Award was first presented at the Homecoming luncheon in 1966. Thus far two alumnae, Mrs. Aileen Hirschman Belford, and Miss Clara Boyd Wheeler, have received this award.

Mrs. Belford, who received the first award in June of 1966, is a member of the class of 1953. Mrs. Belford is an Assistant Attorney General of Massachusetts. She has also served as a delegate to the United Nations Commission on Human Rights, and on the United Nations Social Commission.

Miss Clara Boyd Wheeler received the second award at Homecoming ceremonies on June 3, 1967. Miss Wheeler, a native of Clifton Forge, is a member of the class of 1931, and has also been named a world citizen. Her list of achievements includes working as director of the U. S. O. in two major cities, organizing effective Y. W. C. A. programs in Greece and Ethiopia, and recently being named executive director of the Brooklyn, New York Y. W. C. A. Miss Wheeler also served as president of the Mary Washington Alumnae Association in 1940.

## Bergman Movie To Be Shown

By JANE TOUZALIN

"The Seventh Seal," a Swedish movie import written and directed by Ingmar Bergman, will be shown in George Washington Auditorium Saturday, February 24, at 8:30 p.m. Produced in 1956, this work marked the appearance of Bergman in the film world and was also named the "most artistic film" at the 1957 Cannes Film Festival.

The story, which is set in 14th century Sweden, concerns a knight who has returned home from the Crusades disillusioned and faithless to find that the Black Plague is beginning in Europe and that black-robed Death is waiting for him on a rocky beach. The knight realizes that his life has been meaningless, and to prolong it, he challenges Death to a final game of chess.

They carry this game with them as the knight searches to recapture his lost faith and to perform something good before the game is lost and he must die. He finally receives a chance to aid someone when he joins a family of roving acrobats, and before he is forced to accept Death's checkmate he realizes that the faith which has been beyond his own reach is possessed by the very family which he has helped. At the end of the story the knight still has not found the answers to all his questions, but he has gained new insights into life, death, and God.

Although the meaning of this allegory is obscure at times, it is generally felt that the story is beautifully and even poetically composed. It is macabre without being melodramatic, and it moves leisurely but never drags.



# Johnson Continues His Views On Educational Themes

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come a lopsided and highly specialized person. This simply does not happen because no matter what subject an individual decides to pursue he will of necessity need information from a wide range of other subjects in order to fully grasp information in his chosen area. Take the example of a student who has an interest in the space program. In conjunction with this interest he will inevitably learn much about general science, math, chemistry, engineering, economics, political science, biology — in fact it would be quite difficult to name any discipline that would not be touched upon in the pursuit of this interest.

How can the principle of individual rights be adopted at the college level in order to free man's mind in the learning process? It would require a complete rejection of the current philosophy of education and the courage to adopt a correct philosophy which would have as its basic principles that of individual rights, that is, a freedom of action for each student in the pursuit of learning.

The procedures of requiring certain courses or a certain number of hours of course work; the testing and grading of students in each course and the eventual granting of a degree must be discarded. A student now works for grades and the final degree, which are artificial values, rather than for knowledge.

A college consists of a group of professional men, professors, and administrators, who have one basic task. This task is the offering of a service, that is, the service of assisting individuals in their pursuit of knowledge. There are only two men who have a genuine concern for what each individual learns while in college. One is the individual himself (the student), the other is an employer. No other person is directly involved with the knowledge that a student possesses or lacks. Others may have some degree of interest in this matter, such as parents and friends, but this interest is not primary and should have no influence in determining what an individual does with his own mind.

There are other professions which offer a service to individuals for a fee. Consider the medical and legal professions. If one seeks the assistance of a physician one makes an appointment and is subsequently examined. The doctor performs the service of diagnosing the malady and prescribing a method of cure. If one seeks the assistance of a lawyer one makes an appointment and consults the lawyer concerning

the difficulty. He advises the client to act in a particular manner to solve the existing problem, thus dispensing his services. In both cases, they offer a service without coercion or fear and for this service they are paid a fee.

A professor also offers a service to a client (student) who also pays a fee for this service. His task is to assist the student in learning a body of information that the student desires knowledge of. He should therefore dispense this service without the use of intimidation in the same professional manner that is practiced in the above mentioned professions of medicine and law.

Doctors or lawyers do not ordinarily give out certificates (degrees) to indicate the results of their services. This would be meaningless and foolish. It is just as meaningless for an institution of higher learning to grant degrees for the service they render and these degrees have little or no value in reality.

If a student enters college knowing that he will be free to pursue his goals uninhibited by rules and artificial values his learning process begins immediately. If there are no artificial values to be gained, that is, grades and degrees, the only reason for coming to college would be for the true value of knowledge.

It is only the employer who needs to determine the ability and knowledge possessed by an individual. Testing should therefore be left in his domain.

Perhaps the time has come for students to write their Declaration of Educational Independence. For centuries the learner has been subjected to a system which is both debilitating and degrading. He has been forced to waste hundreds of hours of valuable time attempting to learn, or memorize, what others think he should learn. He has had to learn every trick possible in order to cope with this inhuman usurpation of the freedom of the development of his mind. He has learned how to be an expert hypocrite in order to achieve the artificial goals which others have set for him. He has become an expert at the art of compromise, that is the compromise of basic principles, in order to gain the necessary credentials which are needed in his future. He has been thoroughly humiliated and squelched in his attempts to assert his basic self — that is his individuality.

The state of the world today is evidence enough to convince anyone, that is anyone with an open mind who is capable of thinking rationally, that something is drastically wrong with the students who are turned out of col-

lege and expected to take over adult roles. They are simply not prepared to think, but only to follow rules and seek false values. We often wonder why so many so-called adults never really achieve adulthood. After years of intimidation in school it is truly amazing that anyone is able to come out of it all and express even some degree of individuality.

Colleges today could begin the process of discarding the dictatorial philosophy of education by removing all required courses and adopting a pass-fail system of grading. The latter should

eventually be dropped when the institutions of higher learning accept the fact that the granting of a degree is a meaningless formality.

When one sees a group of professors parading around in their medieval caps and gowns one is presented with an external display of the state of higher education today. It has not advanced since the Middle Ages in its philosophy and it is for this reason that this ancient philosophy of education, whose basic tenets are derived from the mystics, must be discarded and replaced with a new philosophy based on

the facts of reality.

The mind of each man is his greatest possession. It is his means of survival and his means of achieving happiness. Man's mind can only function fully when it is free. The time has come for man to recognize this fact and release man's mind from the present bonds which limit its development. The introduction of the principle of individual rights into a new philosophy of education, followed by the formulation of explicit rights to assure lasting freedom in the domain of education must be the goal of the future.

## Letters . . . And More Letters

from Page 2

Dear Editor,

Having just completed the first traumatic semester that every freshman must face, I realize I have learned a lot about college life in general. However, the hardest lesson I've ever had to cope with confronted me this weekend. For those of you who have not discovered what a hard, cold, unsympathetic world it is, I relate to you my experience.

This past weekend my roommate had to leave school because of a mental breakdown. Of course, all of us in the suite were upset. Having no experience with such matters, none of us were quite sure what to do. However, we did manage to send her to the infirmary (where they called in a psychiatrist and later released her,) call her parents, and console her as best we could. She also talked to one of the deans about making up two first semester exams. (May I stress the fact that this dean was fully aware of my roommate's problem and fully co-operative.)

When the psychiatrist decided my roommate was no longer capable of carrying out her responsibilities as a college student, he informed the infirmary, who informed the administration, who in turn informed the residence hall director. All of these people knew my roommate was leaving before she did.

The residence hall director suggested that my roommate's roommate make an appointment to see the other dean. The minute she stepped into the office the dean started complaining about how we did not follow proper procedure. (Did you know there was a procedure on what to do when your roommate has a mental breakdown?) My roommate felt that she was hardly given an opportunity to get a word in edgewise. She was reprimanded for calling the psychiatrist when it was the infirmary who called him in the first place. She was likewise scolded for becoming too involved. (Apparently the biggest rule of procedure is do not become involved.) To top it all off, the dean decided to bring up other matters that seemed to have little to do with the present problem. (Is this an example of the understanding, sympathetic administration we were told about at freshmen orientation?)

When my roommate's mother came, she too had to see the dean. While in the dean's office she called the psychiatrist. During her conversation, the dean continued talking. Needless, to say the mother couldn't understand what either the dean or the psychiatrist was trying to say. The only thing the dean seemed to

stress was that proper procedure had not been followed.

Looking back on it, the whole situation seems pathetically absurd. When a person is ill and those around her are naturally concerned and upset, it seems petty to complain about procedure. When someone needs sympathy and understanding, it seems brutal to maintain an air of indifference. Yet, such indifference is considered proper procedure.

Sincerely,  
Disillusioned Freshman

Dear Editor:

It is not my custom to write letters to a newspaper, but the "first and last contribution to the Bulletin" of a recently graduating Senior Calls forth this response from me.

Without trying to defend Mary Washington College, for it stands securely on its own merits, I deplore the fact that a young woman could complete her undergraduate college years with honor and still entertain a negative, unperceptive, and thankless attitude. This attitude does not hurt the College, but it is devastating to her.

An American student today in any good college in our country has the best opportunities, facilities, and aids for his self-enrichment and growth that have ever been offered to any young people in the history of mankind, or that are presently offered to students in any other nation on earth. No tuition fees are charged an individual student in any American institution are more than a fraction of the financial costs of its curricular and extra-curricular offerings to him; no monetary value could possibly be set on the vision, planning, sacrifices, creativity, and dedication that go into the making of a first-rate

college and its focus on the welfare and progress of the student.

When a young person completes his undergraduate studies in such an academically sound American college as this, no matter his record, his education has not availed him much when he follows blindly the popular fad toward a negative, cynical attitude, when he considers himself sophisticated because he coldly flaunts his "indifference", and when he has not learned the elementary lesson of gratitude. Such lack of true, humble learning on the part of a graduate is not the fault of any institution through which instruction has been given; it is solely the fault of the individual who perhaps looked but did not see, received but did not note, enriched himself in mind and spirit but remained thankless. For such an unperceptive person I have a profound pity. He may have a brilliant record, but he has not begun to be educated.

Sincerely yours,  
Mary Ellen Stephenson, Chairman  
Department of Modern Foreign Languages

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## Members of MWC Honor Council Attend Honor Systems Conference

Two members of the MWC Honor Council will attend an Honor Systems Conference next weekend at Douglass College in New Brunswick, New Jersey. B. J. Bowden, Honor Council President, and Kelly Green, Junior class Honor Representative, will participate in the two-day program, which will center around evaluating the structures of existing Honor Systems.

Keynoting the conference will be a dialogue on concepts of old and new morality, between Walter Kaufmann and Antony

Nemetz, professors of philosophy at Princeton and the University of Georgia respectively.

Delegates to the conference will later participate in discussion groups on such topics as: What is the nature of an Honor System, What should it encompass, Should precedent be used in deciding cases, If it is a legal body what recourse does the student have, Is there a conflict between individual development and the common good, and What are the roles and attitudes of various members of the community in the Honor System.

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# The Negro On Campus

By SUSAN HONNEGGER

The Negro student at Mary Washington is generally tired of being spread "special" and thus being spread thin outside

minds of many — but an institution of higher education must not perpetrate such shelter.

None of the girls denied that educational opportunities were better on the whole in white col-

leges. Three girls — Claudith Holmes, Anita Whitehead and Chris Hall — are on scholarships. Most of the aid was received through the Educational Opportunity Grant. Venus Jones was rather puzzled by the fact that, "MWC made no effort and still makes no effort to let Negro students know about this college." National Merit semifinalists in her high school received mail from colleges throughout the U. S. many from other Virginia colleges, but not from MWC. Indeed, College Night at their Negro high schools drew representatives from New England Colleges, from the University of Richmond, from the University of Virginia and from West Hampton, but not from MWC. Wishes were expressed that this should have been otherwise.

By and large, this slight didn't effect lively freshman Claudith Holmes who was more anxious to get some answers to things immediate and not past. Her, "Why are we put together in the dorms? I'm sure a computer didn't so it," brought a hearty reaction from all. The twins, Anita and Orita Whitehead were also surprised, "We didn't think daughters to live with a seemingly under par roommate. Most girls worry about what their parents will say. But this business of catering to what is best turns out to be what is best for the white. It's reverse discrimination. Who thinks to ask what the Negro parents will say?" Venus Jones felt that her rooming with another Negro increased her adjustment problems. "Your roommate freshman year is very important, but my roommate, Chris Hall, and I agreed to split up, to eat meals separately, study separately and get different friends so the other students wouldn't say we were sticking together."



tion the word Negro in your presence. Some have never even held a conversation with a Negro. This is an absurd situation in an institution of higher learning."

More often, prejudice manifests itself in indirect and subtle ways — oversincerity and curiosity being prime offenders which tend to arouse the suspicions of Negro students. "Some of my best friends are Negroes," and "Gee, I've met one," are attitudes which emphasize the "special" Negro, and not the individual. Claudith Holmes voiced the opinion, "I don't like girls who try to be my friend with the attitude, 'Well, she thinks I am open-minded.' They get a pleasure out of being thought open minded, not out of being with you." The girls also recalled that some conversations with whites had to be held in complete privacy, conversation stopping the minute someone else walked in.

Often, the girls feel terribly isolated, not only from white students but from their Negro friends. This concerned pert

Orita Whitehead, "When you go home to see your friends who have gone to Negro colleges you are really out of touch." This is part of the growing sense of Negro culture and heritage, part

friendships have emerged and much mutual respect."

On a more personal level, Negro students have had one gripe in common: All preferred to be called Negro rather than



of the evolving sense of Negro identity, which becomes more acute for the Negro at a white college who wants to be part of this boom but is often reminded, "You've been up there too long," or jokingly called, "White Nigger," by friends who can really "jam."

The emphasis on equal rights, opportunity, and education has also created a certain dedication among Negro students and an often ardent desire to help other Negroes get that vital education. Venus Jones recalled how, in her high school, "You were always taught to be proud of your heritage and not to let your people down."

Amidst all the gripes there were some reminders from the two upperclassmen, Chris Hall felt it important to note "Although I am here primarily for an academic education, much of what I have learned has come from the bedside, fireside chats were I've tried to realize 'why' girls feel the way they do. Hot controversial issues have provided topics for discussion in which we are not so naive as to think that people have to agree with what we say, but we are able to better understand and intelligently discuss those issues." Venus Jones voiced the same idea, "I myself have learned

colored. "Black is beautiful and it's so beautiful to be black" is the attitude of booming Negro culture. Tene had also a lot to do with it, according to Claudith Holmes, "Black people and black girl are two different things."

Anita Whitehead finds it annoying that, "The American History book by Hofstadter, et al., rarely capitalizes Negro, I can't remember reading any other history book that did not." Claudith Holmes criticized "White students who have never dealt with a Negro but who tell me all about the Negro problem. Or people who refer to Martin Luther King as King Kong." Chris Hall objects to, "People who think they have you pegged, who say, 'Oh, you don't really believe that' after they have just asked how you felt about a particular racial problem." Venus Jones is quite tired of the poor taste of girls who, "Ask my date to dance with them or for them."

Despite problems, there have been many warm friendships kindled among Negro and white students at MWC. However, when it comes to campus image, Negro students are tired of being spread "special," tired of being herded into safe black flocks for display and exhibition, and tired of not seeing enough of white sheep.



to respect the opinions and beliefs of other students here. We have had many informal, informative talks about race relationships in which we expressed completely different ideas. From these talks many strong

The effect of the girls' experiences often reveals itself in a rather weary—"It's sad to generalize about Negroes." If there's anything to overcome someday, it's this sad white problem.

Photos by Tacey Battley and Anne Gordon Greever

# 'No, Chancellor Simpson, I am afraid your cause is lost.'

(Editor's note: The following story is reprinted from The Free Lance-Star, January 20, 1968.)

By JOHN C. GOOLRICK

There was a small and intriguing little item in the paper several days ago to the effect that the powers that be at Mary Washington College will let students wear slacks to classes and in the dining hall during very cold weather until the end of the semester.

Chancellor Grellet C. Simpson of the college made the dramatic announcement on a day when city streets were ice-coated and snow hung from campus trees. The mercury was reportedly steady at 15 degree Fahrenheit when the news broke.

Looking at the whole thing in historical perspective, the temporary suspension of the rules involves quite a break with tradition for the institution of higher learning. So far as can be learned never before in the college's past have students at MWC been allowed to wear slacks to classes, with the exception of certain male students who attended MWC after World War II.

In one sense the move by college officials represented a victory for insurgent slack-supporters at MWC who last fall had staged a semi-successful, one-

day protest against the Student Government Association rule banning slacks.

Some rather delicate and secret negotiations followed the protest movement when young ladies flagrantly wore slacks to the dining hall and classes. But apparently no more severe punishment was meted out to the revolutionaries other than their being made to revert to the wearing of their more prim and proper five-inch above the knee miniskirts.

But now Simpson, perhaps, has opened the door for even more serious protests in the future by those students who feel under the provisions of the U. S. Constitution they should have the inalienable right to wear whatever they choose in pursuit of life, liberty, happiness and a higher education.

One such student, in a letter appearing in this week's college newspaper, advanced the thought that on the day after the Chancellor's decree allowing temporary wearing of slacks on campus that "despite earlier predictions of doom" columns fronting academic buildings didn't fall down, masses of anti-slack students didn't pack bags and leave for more sedate campuses such as Berkeley, citizens of Fredericksburg didn't picket the college administration building and no student was treated for shock at the sight of slack-clad young

ladies in the dining halls or classes.

In view of such irrefutable assertions, Chancellor Simpson is going to be hard-pressed to give any logical reason to revert back to the old no-slack policy once the cold wave ends. After all, the young lady writing the letter can prove beyond doubt that the academic columns didn't fall down, the city citizens didn't protest en masse and wearing of slacks didn't disrupt the academic life of the college.

If the Chancellor's only reply

is to be that wearing slacks is unladylike, then it can also be said that smoking of pot and other assorted practices indulged in by at least a few young ladies of this new generation is not exactly in line with what Emily Post would recommend.

No, Chancellor Simpson, I am afraid your cause is lost. You have painted yourself into a corner and there is no graceful way out. Your sense of propriety rebels, perhaps, at those who demand the right to wear slacks wherever and whenever

they please, but surely your intellect tells you that slacks — no matter what their other disadvantages — do cover more of the anatomy than mindresses and other such apparel.

Relent, Mr. Simpson, and lift the ban permanently or else cross back over into an illogical realm where academic freedom becomes merely a hollow phrase with no meaning.

As Marie Antoninette might have said had she gone to Mary Washington College: "Let them eat cake while wearing slacks."

## McCarthy from Page 1

the programs of other metropolitan area colleges as well as from the campaign leaders.

The faculty chairman for the MWC committee is Mr. Daniel Dervin, while Cindy Long is the student chairman. Economics professor at Mary Washington and former U. S. Ambassador to El Salvador, Mr. Murat W. Williams is the current Virginia state chairman of the McCarthy for President Committee.

Mr. Williams will be the key

speaker at an organizational meeting for the campus McCarthy for President Committee to be held tonight at 8:00 in Monroe Auditorium. All interested persons are invited.

The MWC McCarthy for President Committee has several objectives. Of top priority is recruiting persons to campaign for him in the New Hampshire presidential primary, Mar. 12. Fifteen students from here have signed up for the trip and will be working in New Hampshire February 21-25. Transportation is provided by the national committee at a minimal cost.

The committee is also recruiting interested persons to work part-time at the National McCarthy headquarters in Washington, D. C., doing typing, answering letters, and stuffing envelopes. Volunteers are also needed for the Washington primary May 8. In addition, the committee will work in the Fredericksburg area to raise money and gain support for McCarthy.

The McCarthy campaign desk in the foyer of Ann Carter Lee will be open on Tuesdays and Thursdays to recruit students, distribute literature, and answer questions.

## Constitution

from Page 1

within each residence hall, and the abolition of class legislative and judicial representatives in favor of a student senate with each member representing fifty students.

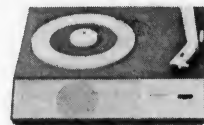
It was realized as early as October of this school year that the effectiveness of existing channels was being questioned. When MWC was smaller and student interests were more concentrated, "proper channels" under the old constitution were sufficient. However, the increased enrollment and diversity of interests makes a new one necessary to facilitate SGA needs and goals.

The benefits of the new constitution are aimed at the student body, providing them with more direct voice in campus policymaking. SGA will gain more recognition as a responsible group campus-wide and will become a more effective, efficient link in student-faculty relations. The proposed constitution is a new approach with a great deal of new substance; but it won't, as Jane Bradley says, "solve all problems; it is what students choose to do with it that will determine whether it is a successful change."

## Fencing Schedule

February 17  
Hood vs. M. W. C. — 2:00 p.m. in the A. C. L. Ballroom.  
February 22  
Fencing Clinic conducted by D. C. Fencing Club — 7:00 p.m. in Monroe gym  
February 24  
Goucher College vs. M. W. C. — 10:00 a.m. in Goucher gym  
March 1, 2  
Virginia Fencing Tournament for Women — Hollins College

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## Hale Talks On Art of America

Nathan Cabot Hale, noted figure sculptor in the "Family of Man" tradition of Rodin and Vigeland, will lecture in ACL Ballroom on Monday, February 26 at 8 p.m. on "American Art is You."

Mr. Hale has also written on aesthetics, taught at one of the leading art schools, and had successful one-man shows in New York City, Chicago, and Los Angeles. He is currently at work on his own long-range project for a sculpture park built on the theme of "The Ages of Man."

He has appeared as a speaker before major art and professional organizations and schools throughout the country. His ar-



Nathan Cabot Hale will speak here next Monday.

ticles have been printed in such publications as the American Artist and Environment.

## Shakespeare Society in D.C. To Present 'Doctor Faustus'

The Shakespeare Society of Washington, D. C., will present twelve performances of "Doctor Faustus," by Christopher Marlowe, during the month of March. The Society has chosen to present "Doctor Faustus" instead of a Shakespearean play for two reasons:

The first is Marlowe himself; he is one of the great poets of the English language and a pioneer in the theatre of the Elizabethan age. Marlowe's literary merits are well known, but his plays are seldom presented on the stage. The Society feels that both his poetry and philosophy can be given full expression only through dramatic presentation.

The second reason for choosing a Marlowe play is the impact that Marlowe made upon Shakespeare and on his development as poet and playwright.

Christopher Marlowe was born in Canterbury in 1564, the same year that Shakespeare was born at Stratford-upon-Avon. Marlowe's father was a shoemaker, Shakespeare's a dresser of skins, making both part of the army of skilled craftsmen that were to prove the foundation of the emerging middle classes.

Unlike Shakespeare, however, Marlowe received a university education. At the time that Shakespeare is presumed to have arrived in London, Marlowe was already a poet of some renown.

The mind of Marlowe was a typical product of the Renaissance: inquiring, questioning, challenging traditional concepts of belief, theology, and morality. In "Doctor Faustus," he dramatizes the downfall of a learned man who makes a pact with the devil to gain infinite knowledge. From the time he first conjures up Mephistophilis until he is dragged down into hell, Faustus can save himself through repentance. That he will not do so is an illumination of Marlowe's idea of the relationship between God and Man and the right of the individual to make his own choice between heaven and hell.

The Society feels that its production of "Doctor Faustus," will be of particular interest to students who are concerned with Shakespeare and the Elizabethan theatre, and are offering student group rates of \$1.00 per person.

Three performances will be given each of the first four weekends in March — at 8:30 and 10:30 p.m. on Saturday evenings, and at 3 p.m. on Sundays.

## Actor Williams Assumes Role As Instrument of Dylan Thomas

By PATTI SCHMIEG

Emlyn Williams' performance as "Dylan Thomas Growing Up," which was given by the Concert Series on Thursday, February 8, was a striking illustration of the actor's role as the mouthpiece of a character. The readings from nine prose selections and two poems significantly emphasized the contrast between the Dickensian poise of the actor, Williams, and the "bombastic, adolescent provincial bohemian," Dylan Thomas.

The nine prose selections were culled primarily from the autobiographical Portrait of the Artist as a Young Dog and a collection of essays entitled Quite Early One Morning. The two poems showed the sensitivity of the young Thomas to war and death.

One mark of Williams' charismatic acting was his ability to transcend the obvious age gap and enter fully into the emotions and perceptions of the young Thomas. Although Thomas himself spoke with a marked British accent, Williams' singing Welsh inflections enriched the tales of the writer's native Swansea and Laugharne. Williams, the actor, merged with Thomas, the "young dog," as he oozed with delight at the experience of "flying," or leaned forward intimately to gossip about the townpeople.

The lighting set the tone of the

various readings and quite effectively dramatized the reading of "The Hand That Signed the Paper," a moving anti-war poem. The eerie, omnipotent characteristic of a hand was illustrated by five moving fingers, silhouetted on a backscreen.

Williams enclosed the performance with an encores reading of the poem, "And Death Shall Have No Dominion," which was ended backstage. The last object on the state to fade from view was the yellow screen inscribed with Thomas' signature, which seemed to affirm Williams' role as the communicative instrument of Dylan, the writer and the man.

In effect, if the reading could have a fault, it would be the discrepancy between the actor and the writer. This difference does not lie wholly with Williams, however. There was only one Dylan Thomas — frumpy, unkempt, boisterous, witty, and perceptive, who would make any business-suited actor, no matter how talented, suffer in comparison.

In a backstage conversation, Emlyn Williams commented that he had received his primary impressions of Thomas through his writing, familiarizing himself completely with the stories, in order to meaningfully interpret them. A Hollywood meeting with the poet never materialized; "Perhaps it was better, surprisingly, that way."

By LINDA MURRAY

In today's world of fear and confusion one can look to the arts for a sense of identity and new ideas, for as Stark Young wrote in The Theatre, "Behind every work of art is a living idea." In the theatre through the actor, the actor, the audience member can begin looking within himself for a new individuality; an intellectual and stimulating individuality that can be found not merely in the exhilarating, fantastic musical, but in a drama that will challenge its audiences with new and probing material. The Arena Stage in Washington, D. C. offers its public just such a drama.

The seventeen year old "theatre in the round" in its 1967-68 season is presenting plays in "rotating repertory" — several different plays in most weeks of the season. Having completed several months of alternating a Shaw and Anouilh play, Arena has continued

has continued in repertory February 1 with Chayefsky's The Tenth Man and Murray and Boretz's Room Service to be joined later by Eugene O'Neill's The Iceman Cometh.

The advantages of repertory theatre, says Arena's producing director, Mrs. Zelda Fichandler, are tremendous for both the actor and audience. The flexibility of a repertory schedule allows more successful plays to be substituted for less popular plays, and it allows Washington visitors to see several plays in a short period of time. The aesthetic reasons are more important, however, in the opportunity the actor has in developing his vitality and versatility which in

turn contributes to the audiences' enjoyment and stimulation.

The theatre-goes obtained the same excitement and mental exhilaration during the Christmas holidays in the world premiere of Howard Sackler's "The Great White Hope" at Arena State December 12- January 14. This modern play, concerned with the life of Jack Johnson, the first Negro Heavy-weight Champion of the World, and his love for a white woman, exploits the insights and confrontations of our own contemporary world. The personal themes of human power and loneliness made "The Great White Hope" a major producing effort of Arena Stage, and as Mrs. Fichandler says, "one it undertook with great pride and sense of occasion."

The Arena is also concerned with the development of future audiences, the young people of today. The Christmas season witnessed the return to the Arena of Kenneth Grahame's classic, "Wind in the Willows," the comic, whimsical story about the adventures of Rat, Toad, Badger and Mole.

The Living Stage, Arena's unique dramatic program, now touring junior high and high schools in the District of Columbia, exposes to the students dramatic material immediately rela-

tive to the life and learning experience of today's teenager.

"Today's teenager," says Living Stage director, Robert Alexander, "is faced with the problem of living and learning in an adult environment that is out of touch with, if not entirely hostile to him. Our depersonalized, super-technological age has had damaging effects on young people, causing them to be out of touch with their creative impulses and out of touch with other people."

The Arena Stage is obviously concerned with creating more than an entertaining experience; rather an experience that is, as Dick Schechner of The Tulane Drama Review would term, "not only artistically successful but often socially upsetting." The Arena realizes that a gayly lit and bustling theatre may become bleak in the minds of men; rather the enlightenment lies in human communication, not only through past works, but in new-born talents of the contemporary world.

Visiting the Arena Stage is a rewarding experience. As Howard Taubman of the New York Times has said, "Arena Stage is a home for drama that does not despise the mind . . . A theatre of this character is not a luxury but a necessity . . . Washington is to be envied for having it."

## 'Dr. Faustus' Stars Teuber

The Columbia film of Christopher Marlowe's "Doctor Faustus," starring Richard Burton and Elizabeth Taylor, was released in New York last week. This film features a recently-discovered young actor, Andreas Teuber, 24, of Dobbs Ferry, New York.

Teuber has quite a record behind him: a Fulbright Fellow in philosophy, a graduate of Harvard in biochemistry as well as philosophy, and a graduate student at Oxford. He is working on his doctoral thesis, and has been offered a promising and profitable future as an actor. Teuber has not yet decided on an ultimate career.

While at Harvard, Teuber had acted in student productions "as an extracurricular thing, sort of like playing rugby in the afternoons," but at Oxford, he said, "I directed more and acted less, mainly because my American accent was unsuited for roles in the productions at the Oxford Playhouse."

This is the theatre where Burton first performed while he was an undergraduate. It was to raise funds for expansion of this theatre that the star agreed to appear, together with his wife (in the role of Helen of Troy), in a stage production of the Marlowe classic.

Teuber was chosen for the key role of Mephistophilis who, as the Devil's agent, induces the elderly, scholarly Faustus (Burton) to sell his soul for renewed youth and the pleasures of the flesh.

Then Burton had the idea of filming the production. Professor Nevill Coghill, who had directed the theatrical presentation, co-directed the film version with Burton at the Dino De Laurentiis Studios in Rome.

Teuber, not given to self-praise, alleges that Prof. Cog-

hill picked him for the role because, having decided Mephistophilis should be bald, "he looked at everyone who applied in terms of how they'd look with a bald head. I think I got the part because Prof. Coghill thought I had an excellent bald head."

However, the critics conclude that Teuber shows great acting potential, bald or no.

## 'LBJ Lampooned' Depicts Cartoons Of the President

LBJ LAMPOONED: Cartoon Criticism of Lyndon B. Johnson, with an introduction by Jules Feiffer, will be published in February, 1968 by the new publisher Cobble Hill Press, Inc.

LBJ LAMPOONED has over 100 powerful, thought-provoking cartoons on Johnson's domestic and foreign leadership. They represent the work of a broad range of cartoon comment selected from newspaper, magazines and periodicals here and abroad.

Such well-known cartoonists as Herblock, Mauldin, Levine, Macpherson, Franklin, Conrad, Oliphant, Feiffer, among others, reveal LBJ's frailties, failures and frustrations. Jules Feiffer, cartoonist, author and social critic, aroused by the impact of these cartoons assembled in one convenient collection, has contributed a sensitive and searing commentary to startle even veteran "Johnson-watchers."

LBJ LAMPOONED is divided into sections entitled: LBJ and Vietnam, LBJ and Dissent, LBJ and the Creditability Gap, LBJ and the Presidential Style, LBJ and the Great Society, and Assorted Assaults.

See LBJ, Page 8

# The Class of 1970 Reports College Statistics

By MARY ANNE BURNS

What happened to the Class of '70? Why did more than 6 percent of MWC freshmen withdraw last year, and how does this rate compare with other Virginia girls' colleges? The State Council of Higher Education for Virginia

colleges? The State Council of Higher Education for Virginia has compiled the answers to these and related questions in a comprehensive report on Student Admissions, Fall '66.

Statewide we appear superior: of the 11,705 Fall '66 four year state college freshmen enrollees, 74.4 percent had .5 and above freshmen year averages, and of MWC's 620 freshmen, 93.5 percent achieved .5 and above; 8.4 percent of 1966 Virginia freshmen had failing averages, whereas only 1.9 percent MWC freshmen failed. However, these figures are misleading, for when MWC is compared with her sister colleges, she is not outstanding.

The statistic distinguishing Mary Washington (620 Fall '66 Freshmen) from Longwood (607), Radford (713), and Madison (852, of which 43 are men) concerns out-of-state enrollment. More than 26 percent of MWC's fresh-

men class last year was non-Virginian, while Radford and Madison included 14.4 percent out-of-staters and Longwood trailed with 5.1 percent. This coincides with the educational goals of the Commonwealth, for schools designed to focus strongly on teacher education, like Madison and Longwood, would necessarily educate residents to fill state teacher gaps. MWC, in contrast, stresses liberal arts education, and as such demands a more cosmopolitan atmosphere.

The survey, thus having described who was admitted, proceeded to explain why. There is no question that admission hinged more on class rank than on SAT scores. The value of this is seen when comparison of the Class of '70's first year average with class rank reveals significant correlation between the two; comparison of their averages with SAT scores, however, does not show nearly as much correlation. Oddly enough, Mary Washington, specifically described in The Virginia Plan For Higher Education as "selective in admission policies" while the others are not, showed the least correlation of the four women's colleges between secondary school ratings and first year averages.

Furthermore, out-of-state students generally had better qualifications, and "averaged higher freshmen grades than Virginia students, consistent with their generally higher academic characteristics at entrance." How is it that Longwood, with much smaller non-Virginian enrollment and noticeably not cited as "selective," has a higher degree of correlation between her students' secondary school ratings and first year averages? The question involves the evaluation of relative school difficulty, admission policies, and educational criteria in order to be answered. The survey did not attempt to comment, but promised continuing research.

10 percent of Radford's freshmen withdrew last year, 9½ percent for personal reasons. Madison's freshmen withdrawals included 15 percent of the coeds, but almost 8 percent were for academic reasons. MWC's 6 percent was also evenly divided between academic and personal reasons, while Longwood paralleled Radford's large percentage of voluntary withdrawals: of Longwood's 6 percent, a full 5½ percent withdrew for personal reasons. The Board, recognizing freshmen year as the crucial dropout year, recommends that more counselling be provided for such freshmen in order to lower the rate.

The report, moreover, distinguished between non-academic withdrawals and personal withdrawals: the former is requested by the college; the latter is requested by the student. It can be assumed non-academic cases involve Honor or criminal offenses, etc. The survey did not indicate whether such withdrawing students would be allowed readmission. Only three cases were reported from MWC, three from Longwood, four from Radford, and none from Madison College.

Madison had the highest rate of freshmen failures last year, 6.6 percent. MWC, Longwood, and Radford each had less than 2 percent rate of failure in their freshman classes. The discrepancy may possibly be due to a corresponding difference in admission standards. For those institutions throughout the state who neared 20 per cent rate of failure in their Fall '66 enrollees, the council advised that admission requirements be stiffened. These four schools, of course, did not apply to this recommendation.

"It's easy to get Cs at Mary Washington," often heard around campus, was supported by the council's data. Of the four women's colleges, MWC had the highest percentage, 52.9 percent, of 1.5 to 2.49 freshmen averages. Longwood and Madison tied for second with 49 percent Cs, and three-point system Radford recorded 42.9 percent of its '66 freshmen as C students. There was, therefore, a full 10 percent difference between the percentage of C students at MWC and at Radford.

The Class of '70 found the Dean's List at Madison College the hardest to gain, where only 2.2 percent of its freshmen made 3.5 or above. MWC and Radford counted 2.4 percent of its freshmen among the A — or above students, while Longwood's list was the most crowded: 2.9 percent of the Class of '70 made a 3.5 or above last year. Except for Madison, then, more girls excelled than flunked last year.

The factors determining admission change each year with the abundance or lack of dormitory space, etc. The building of Thomas Jefferson Hall permitted more freshmen to be admitted this year, and it will be interesting in light of this to see how the background of Fall '67 enrollees compares with their first year standings.

The Colonial Transit Company announces that their buses will now come through campus at five minutes before the hour and twenty-five minutes after the hour every half hour.

## Study in Guadalajara, Mexico

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## LBJ

from Page 7

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